

RELEASED ITEMS, SCORING GUIDES, AND STUDENT RESPONSES



Elephant by Bernard Langlais, a Maine artist. It is painted plywood and is 11" tall and 20" long. Collection of the Farnsworth Art Museum, Rockland, Maine. It was a gift of the Maine State Museum on behalf of the State of Maine, 1980.

Maine Educational Assessment

DECEMBER 2001

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FILE A – For Optional Classroom Use

English Language Arts:
Released Writing Prompt A-2

English Language Arts:
Released Reading Items A-3

English Language Arts:
Released Reading/Writing Response Item A-19

Health Education:
Released Items A-24

English Language Arts: Released Writing Prompt

Write about a time when you experienced very good or very bad weather.

NOTE: Each student's total writing score includes a response to this prompt **and** the reading/writing response item based on the passage found on page A-20.

English Language Arts: Released Reading Items

Drinking Milk is Good for Birds

by Judith Gerstenblatt



Of course you know that birds do not drink milk. But you probably do! And the container your milk comes in can make a bird feeder that the birds in your yard will love. The next time your parents go to the store for milk, ask them to buy it in a half-gallon cardboard container.

When the milk is gone, rinse out the container and save it. Then follow the simple instructions below to make your bird feeder.

WHAT YOU NEED

First, collect your materials. You will need:

- AN ADULT TO HELP YOU
- a large cardboard milk (or juice) container like the one in the illustration above
- a few pieces of tape
- scissors
- a sharp pencil
- two straight twigs from a tree or bush, each about a foot long
- two pieces of string
- some birdseed

If you don't have any birdseed, you can use some breakfast cereal, old bread broken into small pieces, or crumbled stale doughnuts. See how the birds like people food!

WHAT TO DO

First, study the picture of the completed bird feeder on the next page.

Next, tape the open edge of the carton so that it stays closed.

Now, with the scissors, cut windows in the sides of the carton. You can cut windows in as many of the sides as you want: one, two, three, or all four sides. Make sure you don't cut across the tops of the windows. If you look at the illustration, you can see that you can fold the windows up like flaps to keep rain and snow from getting inside the feeder.

Next, use the point of the pencil to poke a hole in each side of the carton, near the bottom. The holes go in the middle (right under the windows).

Gently push one twig through two holes across from each other. Push the other twig through the other two holes, so the twigs crisscross inside the bottom of the feeder. Now you have "perches" for the birds to sit on while they feed.

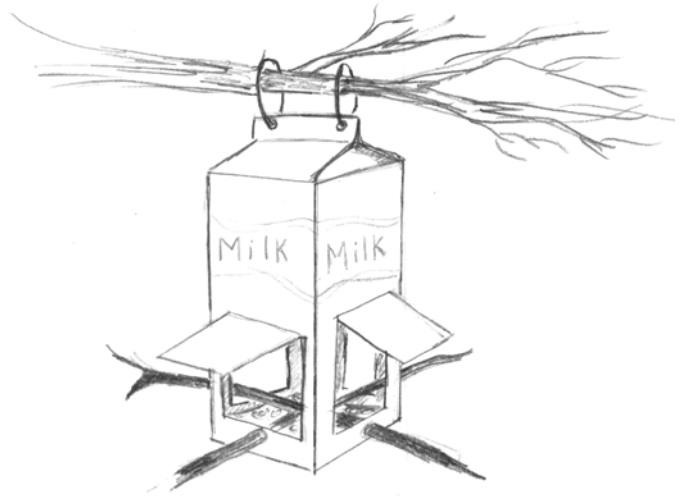
Finally, poke two holes through the top edge of the carton (where you have taped it shut). Thread one string through each hole. Tie the strings to make loops for hanging the feeder from a branch.

All you have to do now is put some food inside your feeder, hang it from a tree or shrub, and wait for the birds to find it!

WHAT YOU NEED TO KNOW

Here are some tips to help the birds enjoy their new feeder, and to help you enjoy watching them.

- When you hang your feeder, choose a branch that is not too low. You don't want your bird feeder to become a cat feeder!
- Choose a branch that is in a group of branches. Birds like to study a new feeder for a while before they try it. A nearby branch makes a good studying perch.
- Sometimes it takes birds a week or more to get over their shyness and try a new feeder. Be patient if birds don't come to feed right away.
- When birds do start to feed, remember to keep replacing the food. Birds will expect to find food there each time



they come. You will help them out if you keep fresh food inside, especially in winter when other food is scarce for the birds.

You can find books at the library that will help you learn what kinds of birds are coming to your feeder. You might discover that the birds that visit your yard change with the seasons. If you watch carefully, soon you will be an expert backyard bird-watcher. And it all started when you drank your milk!

1. Why does the article say that you need an adult to help you?
 - ☐ A. Birds are often dangerous to children.
 - ☐ B. You need an adult to read the directions to you.
 - ☐ C. Some steps are not safe to do without adults.
 - ☐ D. Children are not strong enough to bend the twigs.
2. After you have collected the materials, what is the NEXT step in making the feeder?
 - ☐ A. finding a cardboard milk container
 - ☐ B. looking at the picture of the feeder
 - ☐ C. taping the carton closed at the top
 - ☐ D. cutting the windows out of the carton
3. According to the article, what is the main reason for having window flaps in the bird feeder?
 - ☐ A. to keep the birdseed in the feeder
 - ☐ B. to protect the birds from the wind
 - ☐ C. to give the birds a place to perch
 - ☐ D. to protect the birdseed from bad weather
4. You have just finished poking a hole in each side of the milk carton. What do you do next?
 - ☐ A. tape the open edge of the carton so it stays closed
 - ☐ B. put food inside the feeder
 - ☐ C. push a twig through the two holes
 - ☐ D. cut windows in the sides of the carton
5. What is the meaning of the word perches as it is used in the article?
 - ☐ A. chewing toys
 - ☐ B. sitting places
 - ☐ C. feeding trays
 - ☐ D. rain covers
6. Why should you place your bird feeder on a branch that has other branches nearby?
 - ☐ A. so cats cannot climb up onto the bird feeder
 - ☐ B. so rain and snow will not get inside the carton
 - ☐ C. so many birds can use it at the same time
 - ☐ D. so birds can study the new feeder before trying it

7. According to the article, what should you do if birds do not immediately come to your new feeder?

- ☐ A. Wait and watch.
- ☐ B. Change the birdseed.
- ☐ C. Make a new feeder.
- ☐ D. Move the feeder.

8. How is the article organized?

- ☐ A. tips, steps, materials
- ☐ B. materials, tips, steps
- ☐ C. steps, tips, materials
- ☐ D. materials, steps, tips

9. The author writes, "You don't want your bird feeder to become a cat feeder!" Explain how the bird feeder could become a cat feeder.

9.

10. Why is milk mentioned in the first and last paragraphs? Explain your answer using information from the article as support.

10.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

11. a. Explain some of the things the author did to help the reader find important information in the article.
b. How do these things help the reader?

11a.

11b.

ONE BRAVE SUMMER

by Ann Turner

At the top of the ridge, Ma turned into a shaded lane and drove under the trees. "I think this is it." She turned off the ignition and opened the door.

"Oh," I said, climbing out of the car. "Oh, look!"

The mountains tumbled away into the distance, a soft blue. The wind was sharp and clear, and I could smell pine and cedar. The cabin was a small brown house with a porch set on gray rocks. There was a steep roof pulled down over the porch like a baseball cap against the sun. A big marmalade cat scooted under the front steps and disappeared.

I climbed the steps to get into the shade while Ma went exploring. The shade felt sweet and cool, and the wind blew in my face. "Maybe," I said to myself, "just maybe," thinking that the summer might not be so terrible.

"Maybe what?" came from a dark corner.

I jumped.

"That's a good jump," said the voice, "at least a foot. I was afraid you might be a sorry sort of person, afraid of everything."

"I'm not afraid, and who are you anyway!"

This person got up from a twig chair and came forward. She had the reddest, curliest hair I'd ever seen on anyone, and she wore a white T-shirt with a pair of electric blue shorts. She had pink jellies on her feet.

"That's good, you can talk. Want a sourball?" She handed me a green striped one. I saw it was the same green as her eyes.

"I'm Lena May." She rolled the ball into the corner of her cheek. "Lena May Martin. You?"

"Katy," I sucked the candy. "Katy Ann Williams."

"Well, Katy Ann." Lena looked at me. "I've been waiting for you all morning. I sure am glad you're here. This is a lonesome hill to live on—mostly old people and only one baby. I love babies, don't you?"

"Not really," I answered. "They smell bad and they cry a lot and they can't talk."

"My, you're fussy. How about old people? You like them? Mrs. Parson's had some great adventures." She paused and eyed me again. "I just love adventures. Do you?"

I sucked and swallowed. "It depends on what you mean by adventures."

"Well, you are a careful sort of person. I mean sky-diving, riding horses too fast, swimming in deep water, scaring people on the road at night."

"Maybe. That's not the kind of adventures we have in the city."

For a moment, she looked almost sad. "What kind of adventures do you have in the city?"

I didn't answer. I keep quiet when I don't have anything to say. It's part of being careful, and I like to be careful. Besides, I couldn't tell her that my life was as dull as those old cats by the fountain. You can't make an adventure out of getting up, getting dressed, going to school, coming home, doing homework, watching TV, and going to bed to the sound of Ma's typewriter tap-tapping away downstairs.

"Maybe," she snorted. "That is a weak and wobbly word."

"Maybe," I repeated.

12. Who is telling the story?

- ☐ A. a narrator
- ☐ B. Lena
- ☐ C. Katy's mother
- ☐ D. Katy

13. The author writes, “. . . a steep roof pulled down over the porch like a baseball cap against the sun.” This phrase is an example of

- ☐ A. explanation.
- ☐ B. description.
- ☐ C. dialogue.
- ☐ D. plot.

14. Why was Lena MOST LIKELY at the cabin when Katy arrived?

- ☐ A. She had just finished cleaning the cabin.
- ☐ B. She wanted to show Katy her cat.
- ☐ C. She hoped to make a new friend.
- ☐ D. She wanted to meet Katy's mother.

15. Lena calls Katy a “careful sort of person” because Katy

- ☐ A. does not completely answer Lena's questions.
- ☐ B. does not live in the mountains.
- ☐ C. says she does not like babies.
- ☐ D. did not take any of Lena's candy.

16. What kind of person do you think Lena is? In a couple of sentences, describe the kind of person Lena is. Be sure to refer to a detail from the story in your answer.

16.

17. Do you think meeting Lena will change Katy's mind about the summer? Explain your answer using details from the story in your explanation.

17.

[illegible]

Cleaning Up The Ocean

by Alexandra Hanson-Harding

Juan Ramirez lives two minutes away from the Atlantic Ocean. The 13-year-old from Miramar, Puerto Rico, loves swimming, sailing, and scuba diving at the beach near his home. One day two years ago, when Juan was swimming, he got a nasty surprise. He stepped on a piece of glass. "It cut me all the way down to the bone," he says. Juan had to have an operation. While he was recovering, he told [*Junior Scholastic* magazine], "Something came to me and I said, 'I don't want this to happen to someone else in the future.'"

Juan got his chance to help after he started taking scuba-diving lessons with a scuba expert named Harry Hauck. Hauck asked Juan and a few other students if they wanted to help him pick up trash on the floor of the ocean. Juan said yes. Since then, he has done it a number of times. What do Juan and the others see while scuba diving? "Pieces of glass, plastic bags, cans—sometimes I see a lot of plastic bags, and six-can holders," Juan says. "With my knife, I cut garbage and put it in a bag I carry with me."

Once, Juan was able to help free a large fish that was stuck in a six-pack holder. Another time, he was able to free a pelican that was tangled in a bag. "At the beginning, he didn't want me to get near," Juan says, "but when I came again, he didn't mind, and I untangled him. And then he flew away. It was exciting."

Juan, who wants to be a lawyer someday, is concentrating on school for now. But he plans to do more scuba trips this summer. "I don't want the environment to get dirty," he says.



18. Which question cannot be answered by reading this article?

- ☐ A. Where does Juan live?
- ☐ B. How long did Juan take scuba-diving lessons?
- ☐ C. What does Juan want to do when he grows up?
- ☐ D. How was Juan injured?

19. Juan's accident made Juan want to

- ☐ A. stop swimming.
- ☐ B. become a doctor.
- ☐ C. take scuba-diving lessons.
- ☐ D. clean up the ocean.

20. What is the main purpose of the article?

- ☐ A. to describe to the reader what scuba divers do
- ☐ B. to tell how Juan became interested in cleaning up the ocean
- ☐ C. to tell the story of Juan's accident in Puerto Rico
- ☐ D. to compare Juan's scuba-diving experience to Harry Hauck's experience

21. Which statement is true about this article?

- ☐ A. It is about a real person and his activities.
- ☐ B. It tells how to organize an ocean-cleaning group.
- ☐ C. It is a story made up in the writer's mind.
- ☐ D. It tells facts about animals that live in the ocean.

22. This article was written after the reporter asked Juan a lot of questions. Imagine you are the reporter and write two of the questions that Juan answered in the article.

22.

23. What are THREE good things that happened as a result of Juan's accident? Explain why each of these things was good.

23.

[illegible]

I'M GOING TO BE FAMOUS

by Tom Birdseye

“I’ve made up my mind.”

—ARLO MOORE

The big pine tree in my backyard is easy to climb. From near the top I can see over the houses of Seagrove, Oregon, and down the hill to the Pacific Ocean. There’s a forked limb up in the tree that makes a perfect place to sit. From it I can throw pine cones at my pesty nine-year-old sister, Kerry. I can listen to the fog buoy at the end of the jetty, too, or watch for whale spouts, or just sit and think. That’s where I am now—up in the big pine, just sitting and thinking.

Today is the last Saturday before school starts in Seagrove. Monday is Labor Day. On Tuesday I begin the fifth grade at Lincoln Elementary School. Me, Arlo Moore, going back to school already. Summer will be over, and just because it’s the day after Labor Day. That’s a lot to think about.

But that’s later. Right now it’s still Saturday, and it’s still summer. The sun is shining, sister Kerry is nowhere to be seen, the ocean is calm and blue, *and* I’ve got my copy of the *Guinness Book of World Records* with me. That’s a lot to think about, too.

My favorite book of all time is the *Guinness Book of World Records*. There are people listed in it who have done all sorts of incredible things like sleeping on nails, walking three thousand miles on stilts, yodeling for over ten hours, or eating lots of bananas really fast.

I love to eat bananas—anytime, anywhere, any way I can. That’s why I’ve read about the world record for eating bananas so many times that I’ve got it memorized: a man named Dr. Ronald L. Alkana ate seventeen bananas in only two minutes. He did it at the University of California in Irvine on December 7, 1973. That was before I was born, and it’s *still* the world record. I think about that a lot, especially when I’m up in the big pine.

But yesterday I had a new thought. It was one of those thoughts that stuck its nose into my business just like my dog Porkchop does when he’s looking for a bone. “Arlo,” this thought said to me, “you could eat seventeen bananas in less than two minutes. You should be in the *Guinness Book of World Records* instead of Dr. Ronald L. Alkana.”

Well, at first that thought just sat in my brain like my dog Porkchop does on the back porch, not moving a muscle. But today I’ve

been giving that thought some serious consideration. I've turned it over in my mind a couple of times. I've looked at it very carefully. I've spent a lot of time thinking about it, and I've made a decision: I *could* break that record. I *could* be in the *Guinness Book of World Records* and it would be *wonderful*. I'd be on TV. They'd make a movie about my life. I'd be rich. I'd ride in a big fancy car. My fans would follow me everywhere.

"Hey, Arlo."

I can hear it now, fans calling my name.

"Arlo, it's me, Kerry."

Fame, riches, my name up in lights

... *wow*.

"Arlo, listen to me."

The world-famous banana-eater, that's me, Arlo Moore.

"Arlo Moore!"

"Huh? What?" I ask, looking down at one of the last people in the world I want to see.

"Come down out of that tree," sister Kerry orders. "Mom says it's your turn to mow the lawn. You've got to clean up your room, too."

Yep, I've made up my mind. The time has come for me to take action. My path in life is now set. Look out, here comes Arlo Moore, banana-eating champion of the world.

I'm going to be famous.

24. This chapter is written from the point of view of

- ☐ A. Dr. Ronald L. Alkana.
- ☐ B. Arlo's sister.
- ☐ C. Arlo's mother.
- ☐ D. Arlo.

25. Who are the main characters in this chapter?

- ☐ A. Arlo and Kerry
- ☐ B. Arlo and Porkchop
- ☐ C. Arlo and his mother
- ☐ D. Arlo and Tom Birdseye

26. What is the MAIN purpose of paragraph 1?

- ☐ A. to describe the setting
- ☐ B. to explain the main problem
- ☐ C. to explain what Arlo is thinking
- ☐ D. to describe Arlo's summer vacation

27. What kind of book did this chapter most likely come from?

- ☐ A. mystery
- ☐ B. fable
- ☐ C. tall tale
- ☐ D. modern fiction

28. This chapter is about Arlo's

- ☐ A. love of bananas.
- ☐ B. plan to become famous.
- ☐ C. relationship with his sister.
- ☐ D. last day of summer vacation.

29. The *Guinness Book of World Records* is Arlo's favorite book because it

- ☐ A. is about all the fastest banana-eaters in the world.
- ☐ B. is written by Dr. Ronald L. Alkana.
- ☐ C. describes people doing amazing things.
- ☐ D. tells stories about children like Arlo all over the world.

30. Which word BEST describes Arlo?

- ☐ A. shy
- ☐ B. bossy
- ☐ C. dreamer
- ☐ D. daredevil

31. What does Arlo MOST LIKELY think would happen if he broke the banana-eating record?

- ☐ A. His mother would be very proud of him.
- ☐ B. People would want to know all about him.
- ☐ C. He would not have to go back to school.
- ☐ D. Ronald Alkana would become his friend.

32. Why does Arlo not hear his sister Kerry talking to him?

32.

**English Language Arts:
Released Reading/Writing
Response Item**

I'M GOING TO BE FAMOUS

by Tom Birdseye

“I’ve made up my mind.”

—ARLO MOORE

1 The big pine tree in my backyard is easy to climb. From near the top I can see over the houses of Seagrove, Oregon, and down the hill to the Pacific Ocean. There’s a forked limb up in the tree that makes a perfect place to sit. From it I can throw pine cones at my pesty nine-year-old sister, Kerry. I can listen to the fog buoy at the end of the jetty, too, or watch for whale spouts, or just sit and think. That’s where I am now—up in the big pine, just sitting and thinking.

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"Arlo, it's me, Kerry."

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"Arlo, listen to me."

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"Arlo Moore!"

"Huh? What?" I ask, looking down at one of the last people in the world I want to see.

"Come down out of that tree," sister Kerry orders. "Mom says it's your turn to mow the lawn. You've got to clean up your room, too."

Yep, I've made up my mind. The time has come for me to take action. My path in life is now set. Look out, here comes Arlo Moore, banana-eating champion of the world.

I'm going to be famous.

33. Explain the reasons why you would or would not like to have Arlo Moore as a friend. Use details from the chapter to support your answer.

33.

[illegible]

Continue your answer on the next page.

[illegible]

Health Education: Released Items

1. Look at the pictures below.



pencil



comb



toothbrush

Is it a good idea to share each of these items: pencil, comb, toothbrush? Explain your answer.

1.

[illegible]

2. a. Write THREE fire safety rules people should know in case they have a fire in their home.
b. Explain why each rule is important.

2a.

2b.

3. Suppose you go to a friend's house after school. There are cigarettes on the kitchen counter. Your friend dares you to try one. Use communication skills and your knowledge of the effects of tobacco in your answer.
- Describe TWO reasons you should choose not to use tobacco.
 - Describe HOW you should communicate this to your friend.

3a.

3b.

ACKNOWLEDGMENTS

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“Drinking Milk is Good for Birds” (pp. A-4–A-5) by Judith Gerstenblatt, Dover, New Hampshire. Copyright © 2001 by Measured Progress.

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“Cleaning Up The Ocean” (p. A-13) by Alexandra Hanson-Harding from *Junior Scholastic*, April 13, 1998, copyright © 1998 by Scholastic Inc.

Excerpt from *I’m Going to be Famous* (pp. A-16–A-17, A-20–A-21) by Tom Birdseye, copyright © 1986 by Tom Birdseye. Published by Holiday House.

Sources of the exercises selected for this test include: Maine State Advisory Committees, Measured Progress, and previous Maine state testing programs.

FILE B

English Language Arts: Writing Item Information and Scoring Guide Reference Sheet, Writing Prompt and Learning Results, Scoring Guide and Training Notes, and Student Responses B-2

Item Information and
Scoring Guide Reference Sheet B-3

Writing Prompt and
Learning Results B-4

MEA Writing Scoring Guide B-5

Training Notes for Writing Prompt B-6

Student Responses for
Topic Idea Development for
Score Points 6, 5, 4, 3, 2, and 1 B-8

Student Responses for
Standard English Conventions for
Score Points 4, 3, 2, and 1 B-16

Student Exemplar for
Topic Idea Development for
Score Point 6 and
Standard English Conventions
Score Point 4 B-20

English Language Arts: Writing Item Information and Scoring Guide Reference Sheet, Writing Prompt and Learning Results, Scoring Guide and Training Notes, and Student Responses

NOTE: Each student's total writing score is based on a response to the writing prompt **and** the reading/writing response item. (Refer to page C-70 for scoring information.)

Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how the Maine Educational Assessment (MEA) writing prompt is scored. These pages contain the prompt accompanied by the following information.

- **Learning Results:** the content standards, followed by the performance indicators, that the item measured
- **Writing Scoring Guide:** the ten-point description used to determine the score, divided into two parts. Stylistic and Rhetorical Aspects of Writing (Topic Idea Development) are scored on a six-point scale, and Standard English Conventions are scored on a four-point scale.
- **Student Responses:**
 - one sample of student work scored for Topic Idea Development in order by each score point value (6, 5, 4, 3, 2, 1)
 - one sample of student work scored for Standard English Conventions in order by each score point value (4, 3, 2, 1)
 - one exemplar of student work that received the highest possible score points in both Topic Idea Development (6 points) and Standard English Conventions (4 points)

Writing Prompt and Learning Results

Write about a time when you experienced very good or very bad weather.

Writing Prompt

Learning Results: F-1, G-1, G-2

Standard English Conventions

- F Students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to
- 1 edit written work for Standard English spelling and usage, evidenced by pieces that show and contain
 - few significant errors in the use of pronouns and adjectives.
 - attention to the proper use of adverbial forms and conjunctions.
 - few significant errors in the spelling of frequently used words.
 - no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns and titles.
 - no significant errors in the use of ending punctuation marks and an understanding of how to use commas.

Stylistic and Rhetorical Aspects of Writing and Speaking

- G Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to
- 1 write pieces and make remarks that begin to use descriptive language that clarifies, enhances, and develops ideas.
- G Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to
- 2 write stories (or other pieces) that show a definite beginning (introduction), middle (body), and ending (conclusion).

Stylistic & Rhetorical Aspects of Writing Topic Idea Development					
1	2	3	4	5	6
<ul style="list-style-type: none">• Little topic development and/or organization, few details• Possible evidence of voice• Simplistic language (wording and sentence structure)	<ul style="list-style-type: none">• Limited topic development, focus, and/or details• Evidence of voice• Limited variety in language used (wording and sentence structure)	<ul style="list-style-type: none">• Moderate topic development, focus, and details• Some voice• Some variety in language used (wording and sentence structure)	<ul style="list-style-type: none">• Well developed with control and relevant details• Consistent voice• Variety in language used (wording and sentence structure)	<ul style="list-style-type: none">• Fully developed with strong details• Sustained voice and/or tone with emerging style• Effective use of language	<ul style="list-style-type: none">• Topic and details richly developed• Distinctive voice, tone, and style• Rich use of language
Topic Development		Organization	Details		Language/Style
The overall effect of the composition		The degree to which the response is <ul style="list-style-type: none">• Focused• Clearly and logically ordered• Clarified by paragraphs	The degree to which the response includes examples that develop the main points		The degree to which manipulation of language, including vocabulary, word choice, word combination, and sentence variety, is effective
Standard English Conventions					
1	2	3	4	5	
<ul style="list-style-type: none">• Errors seriously interfere with communication and/or• Little control of sentence structure, grammar and usage, and mechanics in first-draft writing	<ul style="list-style-type: none">• Errors interfere somewhat with communication and/or• Few or no errors in simplistic or limited text in first-draft writing	<ul style="list-style-type: none">• Errors do not interfere with communication and/or• Few errors relative to length of composition or complexity of sentence structure, grammar and usage, and mechanics in first-draft writing	<ul style="list-style-type: none">• Control of a variety of sentence structures, grammar and usage, and mechanics• Length and complexity of composition provide opportunity for student to show control of Standard English conventions in first-draft writing		
Sentences			Grammar and Usage		
The degree to which the response includes sentences that are correct in structure			The degree to which the response demonstrates correct <ul style="list-style-type: none">• Use of standard grammatical rules of English• Word usage and vocabulary		
			Mechanics		
			The degree to which the response demonstrates correct <ul style="list-style-type: none">• Punctuation• Capitalization• Spelling		

Training Notes for Writing Prompt

Student Responses Scored for Topic Idea Development

Topic Idea Development Score Point 6 Paper – page B-8

The writer achieves a distinctive quality of voice through development of carefully chosen details that show the fun, stress, and beauty of a storm: “We had races with our neighbors sliding down their icy driveway and almost forgot about all our trouble.” The ability to illustrate positive events as emerging from a potentially destructive storm reveals the writer’s distinct style of tone and voice. A narrative break halfway through the piece (“I have ten minutes left”) causes the paper to lose some force, so this somewhat awkward transition makes this a mid-to lower-example of the score point.

Topic Idea Development Score Point 5 Paper – page B-11

Through the use of descriptive details, the writer forms a composition that is fully developed and engaging. Such descriptive language as “the wind howled” and “the slippery steps” succeeds in creating scene and mood. The writer’s voice is sustained throughout, and a believable sense of anxiety is created. Through descriptive language, the writer allows the reader to “experience” the storm. Considering its compositional qualities, this is a higher example of the score point.

Topic Idea Development Score Point 4 Paper – page B-12

This composition is well developed and reasonably well controlled. Development of relevant details provides good support to describe the events leading up to and during a stormy day. The writer’s voice is consistent, and there is noticeably good variety in language and sentence structures.

Topic Idea Development Score Point 3 Paper – page B-13

This response offers a good example of moderate topic development, focus, and details. The writer focuses only generally on the weather, and does not provide sufficiently developed details to capture the event. There is some evidence of voice in a slightly conversational tone, and some variety in wording and sentence structures.

Topic Idea Development Score Point 2 Paper – page B-14

Topic development is limited, and flaws in organization also detract from the overall effect of the writing. Two main ideas—staying in a hotel and fallen trees—are not effectively developed or linked in a coherent sense.

Topic Idea Development Score Point 1 Paper – page B-15

The response contains details that relate to the topic of the ice storm, but ideas are presented randomly and barely developed. There is some variety in language, mainly in sentence structure used. The development score point of “1” is determined by the piece’s quality of little topic development and few details.

Student Responses Scored for Standard English Conventions

Standard English Conventions Score Point 4 Paper – page B-16

There are very few errors in complex, controlled writing.

Standard English Conventions Score Point 3 Paper – page B-17

There are few errors relative to the length of the text, and some variety in sentence structures.

Standard English Conventions Score Point 2 Paper – page B-18

The writer uses short, simple sentences with relatively few errors. Overall, the text is simple and not adequate to demonstrate sufficient knowledge of conventions.

Standard English Conventions Score Point 1 Paper- page B-19

Errors seriously interfere with communication.

Exemplar Student Response Paper – page B-20

Topic Idea Development Score Point 6:

The author draws the reader in and creates a distinctive mood. Similes are appropriate and effectively used, not forced or overdone. The piece is logically and carefully organized with richly developed details.

Standard English Conventions Score Point 4:

There is sufficient complexity in this piece for the author to demonstrate control of Standard English conventions. It's not flawless, but need not be to attain the "4" score point.

6

I groped around in the dark for my flashlight.

I had recently been woken up by my dad asking if I could get the transistor radio to find out if we had school. I found my small, keychain flashlight, and the radio. It sure was weird dad was wondering if we had school. The power was out, big deal! Both my questions and worst fears were answered when I looked out the window. An ice storm! Little did I know we would be out of school for 4 days and out of power for 8.

I just sat thinking about it. No, I stood thinking about it. Wait, I ran thinking about it. We ran around, getting candles, flashlights, batteries, kindling for a fire, anything. We ran outside to put the trash out, and realized how icy it was, when we slipped and slid down our drive way.

We enjoyed the ice and marveled at how finely every blade of grass was covered with the ice. We had no school of course and had time to do so. We had races with our neighbors sliding down their icy driveway and almost forgot about all our trouble. It was fun.

We went inside and I decided to do my reading, and work on a book I was writing "The Day I

Shrunk", because it was light outside.

I had just finished my book and was going to go downstairs, to get what I had finished of my book when I heard a peculiar beeping sound. I paused, but considered it nothing and continued downstairs. I was just used to turning on lights so I turned on the downstairs light. I couldn't believe it! Was the power back? Indeed it was.

Only we seemed to lose it again, just as quickly as it came back. I was disappointed, but figured a couple centuries ago everyone lived this way. That made me feel better.

I have 10 minutes left, and even though I guess I could have that ever time, I'll try to wrap it up. Well, that would be hard to do. I'll just not say everything anyone could ^{say} about the icestorm of '98.

I'm not sure what day it was, I think it was the second day some of our friends came over. We had a fun time with them, even though 2 people in their family were sick and couldn't come. We played Legos and invented a game where we put a beam of light up on the ceiling and try to catch the other persons beam of light. →

Now I'm getting to the point where I am realizing a lot of things I left out. We had family games of Sorry and ate all the melting icecream. We took walks and looked at the damage. We did a lot of fun things like that, even without power.

We invited a lot of people over. They had canned soup with us. We also went over to other peoples houses. (They had power.) I went to a classmate house. Those two days we went out to for breakfast. I felt good to have some thing other than canned soup!

We lost one tree, split into 3 pieces, right down the middle! We thought we would lose 3, but we only lost that one.

It was a good experience to be through, I thought. It was funny, I remember when I got off the bus, and the instant I walked in the door, the moment I stepped over the treshhold, I heard the peculiar beeping noise again. We had the power back. I was glad, but also sad, in a way. There is nothing I'd want to have happen for 8 days than that.

"Hi I'm _____ and I have a vacation house on Chappaquiddick." 5

Its a nice house with a big front porch and two balconys.

One day I was going to go there but Chappaquiddick is an island, so to get there you need to take a boat. We take a boat called the Pied Piper. The Pied Piper is about the size of a good sized class room. Now on this particular day at sea it was quite stormy and on land it was quite foggy. The waves at sea had big whitecaps.

As we were boarding the Pied Pipe I felt it was going to be a bad boat ride. When we were far away from the boarding dock It started getting very stormy. The wind howled against the little boat. The waves smashed against all sides of the boat. My father _____ and my brother _____ went out on to the deck of the boat and up the slippery steps and on to the top of the boat where there weren't any walls or roof. There my father lost his red hat. After that both my brother and father came back down where my mother and I were sitting. Soon not long after that I started feeling very sea sick. The boat rolled left then right. Making most of its pasengers sea sick. Because of the huge waves that were causing all of this to happen the captin of the boat had too turn the motor down very low and then let it go to normal speed again. This went on for about a half of an hour. Till we got to the dock where we would be let off.

When we got all of our baggage out of the boat I thought how realved I was and how I would never go on another boat ride like that again.

ME END

One time when I experienced bad weather was when I was at my friend Matt's house. It was a cold summer day. What a cloudy it was. It looked like we were going to get a pretty severe thunder and lightning storm, because of all the dark clouds roaming around in the sky. We were in his tree fort sweeping and raking. In the fort we had a weather watch area that we looked out to see what the weather was like. The area had a rope around it. Every now and then we would go in the house to eat a super snack and watch the weather channel. At about 1:30pm we were watching the weather channel, and all of a sudden we lost power. We glanced out the window. We saw the wind blowing very hard against the trees. We heard the thunder crackling, and the lightning flashing instantly. Since we admire storms so much, we went out into the fort to watch the storm strike. We could hear the rain tapping furiously against the fort. The storm went on for about 2 1/2 hours. But we didn't care. We liked the wind blowing hard, the rain tapping furiously, hearing the sounds of the thunder crackling, and the lightning flashing instantly. We might even be tornado chasers when we grow up. That storm was a pretty awesome experience.

One time when I experienced bad weather was the week before school. I was going to Staples for school supplies. Then to pick up my sister. The only people with me so far were my mom, brother, and I.

Anyways, we went to Staples, shopped, and pick up my sister from her friend's house.

Then near it got dark, thunder rolled in. Leaves went everywhere with branches. Lights went out, we also went past a little whirlwind!

We parked near a shop waited for the storm to calm down, but it hailed and rained like 2 in. thick! After about 30 min. we drove the rest of the way home.

When we got back we went inside, and my dad had his friend over.

It got dark soon, and we noticed the power went out. It was also near dinner time. So my dad and his friend went out to the Old Port to get fast food.

We read books and talked for at least 2 hrs until they got back. Then we ate at the dinner table in candle light. While we were eating the power came back on, but the storm wore down a little. But it cleared the next day. The^end

+hend
end

It was very bad. The weather was terrible during the ice-storm of '98. It lasted for 3 or 4 days. Almost everyone's power went out. Me and my parents got so cold we had to stay in a hotel. We had to call home every five minutes to see if our power was on. (We would know because our answering machine would come on if the power was on.) At one point the power went out at the hotel for a few seconds. When we got home we found that a few trees had fallen down because of the weight of the ice on their branches. Our power was off for 1 or 2 days. My aunt's power was off for about four days. A lot of trees had fallen down at her house. It was sort of frightening.

In January of '98 there was a big ice storm called "Ice Storm of '98." Many people were left powerless and had no heat, couldn't refrigerate food and had to go to a shelter or to another place. It took days or weeks for the power people to get there. Many people were scared. We had a big tree fall down and it got our powerlines with it. It was at least 300 ft. up. When we woke up in the ice storm, we were shocked.

End

I was in first grade or kindergarten when it happened. Ice storm '98 hit southern Maine. It was winter of course and it must have been below freezing outside of my brick house. I got home from school and it was a day like any other except it was one of the coldest days I had ever experienced. I sprinted up our long black driveway which was covered in snow as white as lined paper. Then I scurried inside my home. It felt warm but not hot like summer. I looked out the kitchen window and saw the snow glistening on my family's willow and evergreen trees. The trees looked cold and the sky was dark. "Rain is coming," I said to my parents. And it did. Early the next morning rain that had turned into ice was up and down every place as far as the eye could look. I hopped around the house.

I was in first grade or kindergarten when it happened. Ice storm '98 hit southern Maine. It was winter of course and it must have been below freezing outside of my brick house. I got home from school and it was a day like any other except it was one of the coldest days I had ever experienced. I sprinted up our long black driveway which was covered in snow as white as lined paper. Then I scurried inside my home. It felt warm but not hot like summer. I looked out the kitchen window and saw the snow glistening on my family's willow and evergreen trees. The trees looked cold and the sky was dark. "Rain is coming," I said to my parents. And it did. Early the next morning rain that had turned into ice was up and down every place as far as the eye could look. I hopped around the house.

Now I have a story for you! It was my B-day 2 days ago and my dad's was coming up! My mom, brother and I were driving to Borders books in Portland to buy a present for my dad.

When we got on the highway I fell asleep until it started raining. The sky in front of us was black, we knew that we were going to have a Thunder Storm!

We drove away until the black sky was under us. A few minutes later thunder and lightning started. Suddenly a big boom spread across the sky (a few sec. later) a HUGE flash blinded my eyes, we had no clue what it was until I saw a big hole in the road in front of us. My mom and brother saw. I was LIGHTNING!!!

When we got to Borders books, I found a book about Weather Disasters. I wanted to get it. I asked my mom she said that was fine. My mom was looking for a book for my dad. While she was doing that I listened to CD's with my brother. When we got home we told my dad about it. He said he would be scared too! Now that's scary, isn't it?

One day I went outside to play ②
in rainy weather. It was pouring and pouring
outside. I was surprised my mom let me
and my friend named _____ go outside.
But she let me.

So then me and _____ got
our coats on and went outside. It was
still pouring like I said. Me and
thought it was never going to stop.

Then we went under a tree so
we wouldn't get wet. But we still were
getting wet. Finally we got board trying
to find trees to hide under.

Then we saw a couple of kids that wanted
to play football. But me and _____ said
no. Then we went into get some of
the worlds most famous Hot Cocoa.

Wen the sun comes up I like to play on today
and Munday and Munday I have hockey sun day I have
games and pradis to and wen I'm dun I play with my
friends at school and we play capsher the flog and we
win all the time and it is fun thay win sun times
it was 20 to 19 it is a long time to get to 50
and then we shack their hands and we go
home the end

Sandy's First Snow Day

6 4

"Sandy, want to go out" were the first words I said that day. It was snowing out and my sister, mom, dad, me, and my dog were going outside. I don't know about everyone else, but my dog and I were going to have truckloads of fun!

Here's how we arranged it. The kids and dog against the grown-ups. They thought that the dog was useless. But I had BIG plans for her. Our forts were built, my team's ^{the} better of the two with strong walls, a hole on the inside like a cave for the dog to hide in, a huge snowball stash which would never run out ^{because my sister kept making more} and in another hole just big enough for it, the biscuit jar. Of course, I forgot we had a sled and another fort just like it on the other side of the yard (no snowballs).

"Snowball fight" I yelled at the top of my lungs.

All anyone could see was a wall of snowballs.

Oh yah, I forgot to mention earlier, we had an under-snow tunnel to our other fort! Ha Ha. My sister crawled through that tunnel like a worm. Now, we had to transport the snowballs through the tunnel and fight mom and dad at the same time. ^{It's} time to use the secret weapon, the dog. I stuffed a biscuit into the underside of a - wait a minute, there is no underside of a snowball! Well, after I did that, I showed Sandy the ball and threw it, right into mom and dad's fort.

"Missed us by a mile," mom and dad bragged. "Or not," was all I had to say. The dog jumped out of our fort and was burning over the snow like an SR-71 Blackbird at top speed (Mach 3). When she burst through their front wall, it looked as if an atomic bomb had just exploded! I couldn't believe that a dog would go through all that for a tiny little biscuit!

After much more of this, mom and dad forfeited by telling me that the dog was certainly not useless.

Later on, it started to snow like crazy. That dog was barking and jumping at those flakes like she was a fish out of water. We were also all excited that the weather was actually being real!

Soon after that, we decided to go sledding. We went over to the Academy to do so. I put the dog in my bright red, brand new sled and I hopped into the back. Mom pushed us off.

I felt the wind in my face. I heard the sled rushing through the snow. I saw the snow all around us. I smelled the cold air. I tasted a disgusting snowflake in my mouth. I felt the dog fall into my lap. From this day, I knew we were in for an out of the ordinary winter!

FILE C

English Language Arts: Reading

Item Information and Scoring Guide Reference

Sheet and Quantities of Items by Type C-2

Item Information and Scoring Guide Reference Sheet..... C-3

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**English Language Arts: Reading
Item Information and Scoring Guide
Reference Sheet and Quantities
of Items by Type**

Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) reading items are scored. These pages contain the text for each item accompanied by the following information.

- **MC#:** the multiple-choice item position
- **Key:** the letter of the correct answer for the multiple-choice item
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **SA#:** the short-answer item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Short-Answer Scoring Guide:** the two-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score
- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

MAINE 2001–2002

English Language Arts Grade 4

The table below shows the quantities of released items for each item type. Item information for all item types and scoring information (guides and training notes) for all short-answer and constructed-response items follow.

QUANTITIES OF ITEMS BY TYPE

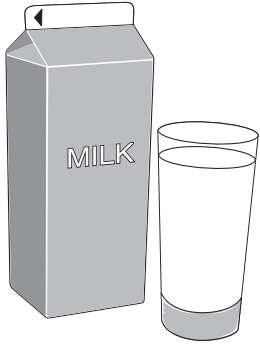
Selection	MC	SA	CR
“Drinking Milk is Good for Birds”	8	1	2
“One Brave Summer”	4	1	1
“Cleaning Up the Ocean”	4	1	1
“I’m Going to be Famous”	8	1	1*

*Reading/writing response item

**Reading Selections and Items with Keys,
Learning Results, Scoring Guides,
Training Notes, and Student Responses**

Drinking Milk is Good for Birds

by Judith Gerstenblatt



Of course you know that birds do not drink milk. But you probably do! And the container your milk comes in can make a bird feeder that the birds in your yard will love. The next time your parents go to the store for milk, ask them to buy it in a half-gallon cardboard container.

When the milk is gone, rinse out the container and save it. Then follow the simple instructions below to make your bird feeder.

WHAT YOU NEED

First, collect your materials. You will need:

- AN ADULT TO HELP YOU
- a large cardboard milk (or juice) container like the one in the illustration above
- a few pieces of tape
- scissors
- a sharp pencil
- two straight twigs from a tree or bush, each about a foot long
- two pieces of string
- some birdseed

If you don't have any birdseed, you can use some breakfast cereal, old bread broken into small pieces, or crumbled stale doughnuts. See how the birds like people food!

WHAT TO DO

First, study the picture of the completed bird feeder on the next page.

Next, tape the open edge of the carton so that it stays closed.

Now, with the scissors, cut windows in the sides of the carton. You can cut windows in as many of the sides as you want: one, two, three, or all four sides. Make sure you don't cut across the tops of the windows. If you look at the illustration, you can see that you can fold the windows up like flaps to keep rain and snow from getting inside the feeder.

Next, use the point of the pencil to poke a hole in each side of the carton, near the bottom. The holes go in the middle (right under the windows).

Gently push one twig through two holes across from each other. Push the other twig through the other two holes, so the twigs crisscross inside the bottom of the feeder. Now you have "perches" for the birds to sit on while they feed.

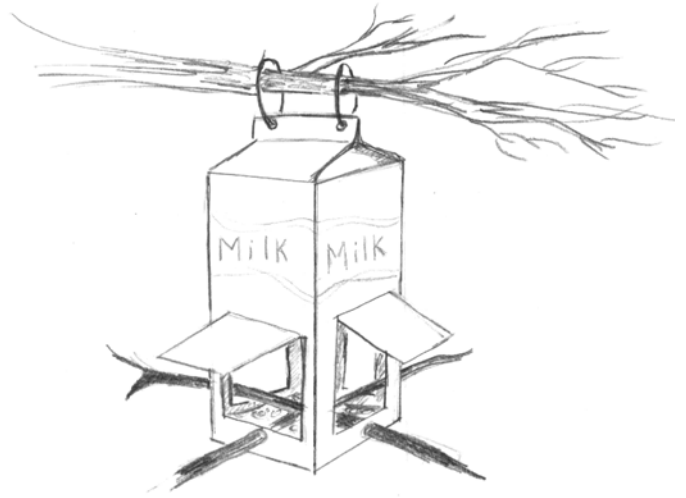
Finally, poke two holes through the top edge of the carton (where you have taped it shut). Thread one string through each hole. Tie the strings to make loops for hanging the feeder from a branch.

All you have to do now is put some food inside your feeder, hang it from a tree or shrub, and wait for the birds to find it!

WHAT YOU NEED TO KNOW

Here are some tips to help the birds enjoy their new feeder, and to help you enjoy watching them.

- When you hang your feeder, choose a branch that is not too low. You don't want your bird feeder to become a cat feeder!
- Choose a branch that is in a group of branches. Birds like to study a new feeder for a while before they try it. A nearby branch makes a good studying perch.
- Sometimes it takes birds a week or more to get over their shyness and try a new feeder. Be patient if birds don't come to feed right away.
- When birds do start to feed, remember to keep replacing the food. Birds will expect to find food there each time



they come. You will help them out if you keep fresh food inside, especially in winter when other food is scarce for the birds.

You can find books at the library that will help you learn what kinds of birds are coming to your feeder. You might discover that the birds that visit your yard change with the seasons. If you watch carefully, soon you will be an expert backyard bird-watcher. And it all started when you drank your milk!

1. Why does the article say that you need an adult to help you?
 - A. Birds are often dangerous to children.
 - B. You need an adult to read the directions to you.
 - C. Some steps are not safe to do without adults.
 - D. Children are not strong enough to bend the twigs.

MC#: 1

Key: C

Learning Results: A-5

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 5 read a variety of narrative and informational texts independently and fluently.

2. After you have collected the materials, what is the NEXT step in making the feeder?
- A. finding a cardboard milk container
 - B. looking at the picture of the feeder
 - C. taping the carton closed at the top
 - D. cutting the windows out of the carton

MC#: 2

Key: B

Learning Results: D-3

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 3 read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).

3. According to the article, what is the main reason for having window flaps in the bird feeder?
- A. to keep the birdseed in the feeder
 - B. to protect the birds from the wind
 - C. to give the birds a place to perch
 - D. to protect the birdseed from bad weather

MC#: 3

Key: D

Learning Results: B-11

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 11 apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) using texts with an appropriate complexity of content and sophistication of style.

4. You have just finished poking a hole in each side of the milk carton. What do you do next?
- A. tape the open edge of the carton so it stays closed
 - B. put food inside the feeder
 - C. push a twig through the two holes
 - D. cut windows in the sides of the carton

MC#: 4

Key: C

Learning Results: D-3

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 3 read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).

5. What is the meaning of the word perches as it is used in the article?
- A. chewing toys
 - B. sitting places
 - C. feeding trays
 - D. rain covers

MC#: 5

Key: B

Learning Results: C-6

Language and Images

- C Students will demonstrate an understanding of how words and images communicate. Students will be able to
- 6 make observations about specific uses and idioms of language.

6. Why should you place your bird feeder on a branch that has other branches nearby?
- A. so cats cannot climb up onto the bird feeder
 - B. so rain and snow will not get inside the carton
 - C. so many birds can use it at the same time
 - D. so birds can study the new feeder before trying it

MC#: 6

Key: D

Learning Results: D-3

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 3 read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).

7. According to the article, what should you do if birds do not immediately come to your new feeder?
- A. Wait and watch.
 - B. Change the birdseed.
 - C. Make a new feeder.
 - D. Move the feeder.

MC#: 7

Key: A

Learning Results: A-5

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 5 read a variety of narrative and informational texts independently and fluently.

8. How is the article organized?

- A. tips, steps, materials
- B. materials, tips, steps
- C. steps, tips, materials
- D. materials, steps, tips

MC#: 8

Key: D

Learning Results: D-1

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 1 use information contained in chapter and section headings, topic sentences, and summary sentences to construct the main ideas.

9. The author writes, “You don’t want your bird feeder to become a cat feeder!” Explain how the bird feeder could become a cat feeder.

SA#: 9

Learning Results: D-3

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 3 read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).

DRINKING MILK IS GOOD FOR BIRDS
SHORT-ANSWER SCORING GUIDE

Score	Description
2	Response explains that the bird feeder could become a cat feeder if the feeder was hung too close to the ground (cats could climb onto feeder).
1	Response explains that cats eat birds but does not mention the danger of having feeder close to ground.
0	Response is totally incorrect or irrelevant.
Blank	No response.

9. The birdfeeder can become a cat feeder because if you put it too close to the ground a cat could jump up and catch the birds. 2

9. If you were to put the bird feeder too low, a cat could easily get a bird to eat. 2

9. The bird feeder could become a cat feeder by the cat climbing the tree and eat the birds. 1

9. A bird feeder could become a cat feeder if a cat reached it, and always ate all the food. 1

10. Why is milk mentioned in the first and last paragraphs? Explain your answer using information from the article as support.

CR#: 10

Learning Results: C-6

Language and Images

C Students will demonstrate an understanding of how words and images communicate. Students will be able to

6 make observations about specific uses and idioms of language.

DRINKING MILK IS GOOD FOR BIRDS
CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response provides a well-developed explanation of why milk is mentioned in the first and last paragraphs of the article. It uses relevant information from the article as support.
3	Response provides a general explanation of why milk is mentioned in the first and last paragraphs of the article. Some supporting information or development may be lacking.
2	Response provides a limited explanation of why milk is mentioned in the first and last paragraphs of the article. Text support is weak. OR Response provides an adequate explanation of why milk is mentioned either in the first or the last paragraph, with appropriate text support.
1	Response gives a vague response that demonstrates a minimal understanding of the question.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Constructed-Response #10

Some possible reasons why milk is mentioned in the first and last paragraphs:

First paragraph

- It gets the readers' attention by making them wonder why milk is mentioned.
- The title of the article is explained. It is also an attempt at humor.
- You should drink milk because the empty container can be used to help birds.
- By asking your parents to buy a half-gallon milk container, you can use it to make a bird feeder.

Last paragraph

- Because you drank milk and/or used the container to make a feeder, you and the birds will benefit.
- Because you drank milk and/or used the milk container to make a feeder, you can observe the birds that come to your bird feeder.
- Because you drank milk and/or used the milk container to make a feeder, you can learn about the birds that visit your yard and/or become "an expert backyard bird-watcher."

Student Responses for Constructed-Response #10 for Score Points 4, 3, 2, and 1

10.

4

It says "birds do not drink milk but you do" in the first paragraph it means by drinking milk you can make a bird feeder with the carton.

In the last paragraph it says "and it all started when you drank your milk!" and it said in the sentences before that "Soon you will be a expert backyard bird-watcher. It means just by drinking your milk and you make a bird feeder birds will come to your backyard so you can watch them so you become an expert backyard bird-watcher.

10.

4

I think the first and last paragraphs talk about milk because in the first paragraph it talks about how you can make a bird feeder out of a milk container. And next time your parents go to the store to buy milk ask them to buy it in a half-gallon cardboard container.

And in the last paragraph it talks about how you could be a bird expert just by drinking milk because you can make a bird feeder out of a cardboard milk container. And if you study the bird feeder and the birds that come to it you might just become a expert.

10.

3

Milk is mentioned in the first paragraphs because it said that you drink the milk and the milk container is used for making the feeder. It also mentions milk in the last paragraphs because it says that it is fun to watch the birds eat out of the milk container, (which is now the feeder.)

10.

3

Milk is mentioned in the first and last paragraphs because in the first one it says you probably drink milk and that you can make a bird feeder out of a milk carton. In the last paragraph it says that it all started when you drank milk. You might like to watch the different birds come.

10.

2

It says that birds do not like milk. They like bird food. And the container you milk comes in can become a bird feeder. When you milk is gone you rinse it out and look at the directions and make a bird feeder.

10.

2

In the first paragraphs the story said that you could make a bird feeder out of a half gallon milk container.

In the last paragraph it said this all started when you drank or milk.

10.

The mentioned milk because
you could use the milk carton
for a bird feeder

1

10.

Milk is mentioned in the first and
last paragraphs because in the first
paragraph it says to get milk. In the
last paragraph it says it all started when
you drank your milk.

1

11. a. Explain some of the things the author did to help the reader find important information in the article.
b. How do these things help the reader?

CR#: 11

Learning Results: A-5

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
5 read a variety of narrative and informational texts independently and fluently.

DRINKING MILK IS GOOD FOR BIRDS
CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response identifies two or more things the author did to help the reader find important information in the article and provides a thorough explanation of how these things help the reader.
3	Response identifies two or more things the author did to help the reader find important information in the article and gives a general explanation how they helped.
2	Response identifies two or more things the author did to help the reader find important information in the article without explaining how they helped. OR Response identifies one thing the author did to help the reader find important information in the article and gives an adequate explanation of how it helps the reader.
1	Response identifies one thing the author did to help the reader find important information in the article without explaining how it helped. OR Student gives a vague response to the question.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Constructed-Response #11

Some things the author did to help the reader find important information:

- Included illustrations, pictures
- Used bullets, lists
- Used section headings: use of capital letters and bold type
- Used parentheses and underlined word perches
- Indented and separated information into sections
- Provided a step-by-step sequence
- Used sequence words: first, next, now, etc.
- Provided a materials list
- Included tips

Student Responses for Constructed-Response #11 for Score Points 4, 3, 2, and 1

11a. The author did something to help the reader find important things by putting headings and little dots so you know each step and you don't get confused of were each step is

4

11b. These thing help the reader because the headings are important because it helps you know were to go back in the article and the dots are good so you won't get confused of were the next step is.

11a.

4

In some things he wrote them extra big. He also put the things sort of in order, like first he listed materials, then step, the tips. He also drew pictures, those sort of make you want to find out what there for.

11b.

Writing big helps because if something's bigger than the rest people want to know what it means. Putting them in order helps because if you write them in order then it's easier to do, you don't have to jump around. Pictures help because if you see the picture then you want to read to see what it's for.

11a.

3

Some of the things the author did to help the reader is she put little dots to show where what you need are. She also titled the paragraphs.

11b.

These things helped the reader by showing them were something ended or were something was. That is how they help the reader.

11a.

3

The author put dots
by the important tips and
some things that were
important the author underlined
and put parentheses around.

11b.

They helped the reader
see important things more
clearly than the stuff that
wasn't more important to
help the reader.

11a.

The author made letters real dark when he or she thought something was real important.

2

11b.

The darkness of the letters could help because it would stick out more to show the reader that it is an important step in making the bird feeder.

11a.

2

I think that when the author did to help the reader find more important information was that the author gave tips on what to do if the bird feeder wasn't working and coming along to well. In most instructions and recipes that I have read do not include tips to make it better.

11b.

I think that the tips help the reader because they are helping the reader get ideas to make the bird feeder better. If they didn't have the tips how would you know what to do if after a few weeks no birds came?

11a.

1

Judith Gerstenblatt put some funny little things in her story like you don't want your bird feeder to become a cat feeder!

11b.

I think these little things helped liven the story up a little bit and not just make it really boring.

11a.

1

the Aunthour made it easy by Explaining the Articals so I understood.

11b.

these help the reader understand what he/she are saying.

ONE BRAVE SUMMER

by Ann Turner

At the top of the ridge, Ma turned into a shaded lane and drove under the trees. "I think this is it." She turned off the ignition and opened the door.

"Oh," I said, climbing out of the car. "Oh, look!"

The mountains tumbled away into the distance, a soft blue. The wind was sharp and clear, and I could smell pine and cedar. The cabin was a small brown house with a porch set on gray rocks. There was a steep roof pulled down over the porch like a baseball cap against the sun. A big marmalade cat scooted under the front steps and disappeared.

I climbed the steps to get into the shade while Ma went exploring. The shade felt sweet and cool, and the wind blew in my face. "Maybe," I said to myself, "just maybe," thinking that the summer might not be so terrible.

"Maybe what?" came from a dark corner.

I jumped.

"That's a good jump," said the voice, "at least a foot. I was afraid you might be a sorry sort of person, afraid of everything."

"I'm not afraid, and who are you anyway!"

This person got up from a twig chair and came forward. She had the reddest, curliest hair I'd ever seen on anyone, and she wore a white T-shirt with a pair of electric blue shorts. She had pink jellies on her feet.

"That's good, you can talk. Want a sourball?" She handed me a green striped one. I saw it was the same green as her eyes.

"I'm Lena May." She rolled the ball into the corner of her cheek. "Lena May Martin. You?"

"Katy," I sucked the candy. "Katy Ann Williams."

"Well, Katy Ann." Lena looked at me. "I've been waiting for you all morning. I sure am glad you're here. This is a lonesome hill to live on—mostly old people and only one baby. I love babies, don't you?"

"Not really," I answered. "They smell bad and they cry a lot and they can't talk."

"My, you're fussy. How about old people? You like them? Mrs. Parson's had some great adventures." She paused and eyed me again. "I just love adventures. Do you?"

I sucked and swallowed. "It depends on what you mean by adventures."

"Well, you are a careful sort of person. I mean sky-diving, riding horses too fast, swimming in deep water, scaring people on the road at night."

"Maybe. That's not the kind of adventures we have in the city."

For a moment, she looked almost sad. "What kind of adventures do you have in the city?"

I didn't answer. I keep quiet when I don't have anything to say. It's part of being careful, and I like to be careful. Besides, I couldn't tell her that my life was as dull as those old cats by the fountain. You can't make an adventure out of getting up, getting dressed, going to school, coming home, doing homework, watching TV, and going to bed to the sound of Ma's typewriter tap-tapping away downstairs.

"Maybe," she snorted. "That is a weak and wobbly word."

"Maybe," I repeated.

12. Who is telling the story?

- A. a narrator
- B. Lena
- C. Katy's mother
- D. Katy

MC#: 12

Key: D

Learning Results: B-5

Literature and Culture

B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to

5 identify important characters in quality works containing several characters.

13. The author writes, “. . . a steep roof pulled down over the porch like a baseball cap against the sun.” This phrase is an example of

- A. explanation.
- B. description.
- C. dialogue.
- D. plot.

MC#: 13

Key: B

Learning Results: C-6

Language and Images

- C Students will demonstrate an understanding of how words and images communicate. Students will be able to
- 6 make observations about specific uses and idioms of language.

14. Why was Lena MOST LIKELY at the cabin when Katy arrived?

- A. She had just finished cleaning the cabin.
- B. She wanted to show Katy her cat.
- C. She hoped to make a new friend.
- D. She wanted to meet Katy's mother.

MC#: 14

Key: C

Learning Results: B-10

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 10 apply effective strategies to the reading and interpretation of fiction (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) that are appropriately complex in terms of character, plot, theme, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.

15. Lena calls Katy a “careful sort of person” because Katy

- A. does not completely answer Lena’s questions.
- B. does not live in the mountains.
- C. says she does not like babies.
- D. did not take any of Lena’s candy.

MC#: 15

Key: A

Learning Results: C-6

Language and Images

- C Students will demonstrate an understanding of how words and images communicate. Students will be able to
- 6 make observations about specific uses and idioms of language.

16. What kind of person do you think Lena is? In a couple of sentences, describe the kind of person Lena is. Be sure to refer to a detail from the story in your answer.

SA#: 16

Learning Results: B-6

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 6 make and justify conclusions about the motives of characters and the consequences of their actions.

ONE BRAVE SUMMER
SHORT-ANSWER SCORING GUIDE

Score	Description
2	Response provides a plausible description of Lena's personality. Response refers to a relevant detail in the story.
1	Response provides limited description of Lena's personality, which may lack support.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Short-Answer #16

Correct answers

- bold
- adventurous
- direct
- talkative
- unafraid
- opinionated

16. I think Lena is a daredevil. I also think Lena is the kind of person that likes to break rules. I think Lena is the kind of person that will do anything. I think Lena is like that because she likes scaring people on the road at night and doing other mean stuff. 2

16. Lena is a brave person because she liked adventures liked sky diving, riding horses too fast, swimming in deep water, and scaring people at night. 2

16. I think Lena is a perky kind of girl. 1

16. I think Lena is adventures, and brave. 1

17. Do you think meeting Lena will change Katy's mind about the summer? Explain your answer using details from the story in your explanation.

CR#: 17

Learning Results: B-10

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 10 apply effective strategies to the reading and interpretation of fiction (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) that are appropriately complex in terms of character, plot, theme, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.

ONE BRAVE SUMMER
CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response provides a meaningful prediction of whether Lena will change Katy's mind about the summer. Explanation is well supported with relevant text details.
3	Response provides an adequate prediction of whether Lena will change Katy's mind; explanation lacks some depth or supporting details from the story.
2	Response provides a weak or literal prediction of whether Lena will change Katy's mind; explanation is simplistic or incomplete and supporting details are limited.
1	Response provides an unsupported personal opinion or retells some of the story without explanation.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Constructed-Response #17

Some possible elements to look for in explanations:

YES

Katy says that maybe she will have adventures.

Lena May is very persuasive.

Katy does not want to be weak and wobbly.

They will be friends and Lena will have adventures with Katy.

NO

The two girls are very different and will never like each other.

They are already arguing.

17.

4

I think Lena will change Katy's mind about the summer because she seems like she doesn't give in easily. Katy doesn't like adventures but I think if Lena changes Katy's mind about adventures, there will be limitless adventurous things for them to do like Lena's idea of adventures: "Sky-diving, riding horses too fast, swimming in deep water, and scaring people on the road at night." She also says about the word "maybe" "That is a weak and wobbly word."

I don't think that meeting Lena would change Katy's mind about the summer. It's because Katy is a person who thinks that she doesn't like babies because they smell a lot and cry. Also Katy's idea of an adventure is just like being careful in the city. Lena really likes babies because they are so small. Lena's idea of an adventure are like diving underwater and going to fast on a race horse. I don't think that Katy's mind will change.

I think Lena will change her summer because Lena is very nice to her and gave her a green sour ball

They might go on some really cool adventures because Lena asked Katy if she liked adventures. Lena likes adventures.

17.

3

Yes, I think it might have changed Katy's mind about summer because Katy might be a more explorative person than she was. She might go exploring with Lena on the mountain behind Katy's house. Katy might do more stuff with Lena out in the woods, like camping or other fun stuff.

17.

2

Yes I do because she won't be lonely any more and she will have a friend to play with.

17.

2

I think it will change Katy's mind about her summer because she has someone to play with. I think it will too because I think when summer is over Lena won't want Katy to leave. Because she meets a friend.

17.

1

Yes because Lena and Katy are different in many different ways.

17.

1

I think that Katy's mind about the summer will change because of Lena. Because that Lena likes summer.

Cleaning Up The Ocean

by Alexandra Hanson-Harding

Juan Ramirez lives two minutes away from the Atlantic Ocean. The 13-year-old from Miramar, Puerto Rico, loves swimming, sailing, and scuba diving at the beach near his home. One day two years ago, when Juan was swimming, he got a nasty surprise. He stepped on a piece of glass. “It cut me all the way down to the bone,” he says. Juan had to have an operation. While he was recovering, he told [*Junior Scholastic* magazine], “Something came to me and I said, ‘I don’t want this to happen to someone else in the future.’”

Juan got his chance to help after he started taking scuba-diving lessons with a scuba expert named Harry Hauck. Hauck asked Juan and a few other students if they wanted to help him pick up trash on the floor of the ocean. Juan said yes. Since then, he has done it a number of times. What do Juan and the others see while scuba diving? “Pieces of glass, plastic bags, cans—sometimes I see a lot of plastic bags, and six-can holders,” Juan says. “With my knife, I cut garbage and put it in a bag I carry with me.”

Once, Juan was able to help free a large fish that was stuck in a six-pack holder. Another time, he was able to free a pelican that was tangled in a bag. “At the beginning, he didn’t want me to get near,” Juan says, “but when I came again, he didn’t mind, and I untangled him. And then he flew away. It was exciting.”

Juan, who wants to be a lawyer someday, is concentrating on school for now. But he plans to do more scuba trips this summer. “I don’t want the environment to get dirty,” he says.



18. Which question cannot be answered by reading this article?

- A. Where does Juan live?
- B. How long did Juan take scuba-diving lessons?
- C. What does Juan want to do when he grows up?
- D. How was Juan injured?

MC#: 18

Key: B

Learning Results: B-11

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 11 apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) using texts with an appropriate complexity of content and sophistication of style.

19. Juan's accident made Juan want to

- A. stop swimming.
- B. become a doctor.
- C. take scuba-diving lessons.
- D. clean up the ocean.

MC#: 19

Key: D

Learning Results: D-3

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 3 read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).

20. What is the main purpose of the article?

- A. to describe to the reader what scuba divers do
- B. to tell how Juan became interested in cleaning up the ocean
- C. to tell the story of Juan's accident in Puerto Rico
- D. to compare Juan's scuba-diving experience to Harry Hauck's experience

MC#: 20

Key: B

Learning Results: B-9

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 9 recognize basic elements of plot and recount events, ideas, and important details from material read, heard, or viewed.

21. Which statement is true about this article?

- A. It is about a real person and his activities.
- B. It tells how to organize an ocean-cleaning group.
- C. It is a story made up in the writer's mind.
- D. It tells facts about animals that live in the ocean.

MC#: 21

Key: A

Learning Results: D-4

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 4 summarize informational texts (e.g., identify the main idea or concept and the supporting detail).

22. This article was written after the reporter asked Juan a lot of questions. Imagine you are the reporter and write two of the questions that Juan answered in the article.

SA#: 22

Learning Results: A-5

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 5 read a variety of narrative and informational texts independently and fluently.

CLEANING UP THE OCEAN
SHORT-ANSWER SCORING GUIDE

Score	Description
2	Response includes two questions that Juan answered in the article.
1	Response includes one question. OR Response includes two questions that are not exactly answered in the article but are based on the information in the article.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Short-Answer #22

Sample questions:

What happened when you stepped on the piece of glass?
How did you get interested in cleaning up the ocean?
What did you and the others in your group see when you were scuba diving?
What did you do when you found garbage in the ocean?
What do you want to be someday?

22.

Two of the questions Juan answered in the article are, what did he see down in the ocean? And, did he free the pelican?

2

22.

Two
The questions I would ask him would be, How did you get into cleaning the ocean floor? How far do you live away from the ocean?

2

22.

Are you going to do anything about the trash? If so, what are you going to do?

1

22.

What do Juan and the others see
Scuba diving glass bags, cans

1

23. What are THREE good things that happened as a result of Juan's accident? Explain why each of these things was good.

CR#: 23

Learning Results: B-6

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 6 make and justify conclusions about the motives of characters and the consequences of their actions.

CLEANING UP THE OCEAN
CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response identifies three good things that happened as a result of Juan's accident and provides a thorough explanation for each.
3	Response identifies three good things that happened as a result of Juan's accident and provides explanations for each. OR Response identifies two good things that happened and provides a thorough explanation for each.
2	Response identifies one or two good things that happened as a result of Juan's accident but explanation lacks some details. OR Response identifies three good things but provides little or no explanation.
1	Response identifies one or two good things but provides minimal or no explanation.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Constructed-Response #23

Things that happened as a result of Juan's accident/reasons why these were beneficial:

- Juan became interested in the environment. This was beneficial to himself, other people, and animals.
- Juan learned to scuba dive. He was able to help clean up the ocean.
- Juan began to help clean up the ocean floor. This benefited both animals and people.
- Juan freed a fish from a six-pack holder, so the fish could live.
- Juan freed a pelican that was tangled in a bag; the pelican was able to fly away safely.
- Juan decided to try to keep other people from being hurt the way he had been.
- Juan had his story published in *Junior Scholastic* magazine so other people learned about cleaning up the ocean too.

Student Responses for Constructed-Response #23 for Score Points 4, 3, 2, and 1

23.

① Juan's accident made Juan want to clean up the water with his scuba group. Now they can swim with out getting hurt. 4

② Juan's accident made him want to help other people. Juan freed a large fish that was caught in a six pack, and he freed a pelican that was tangled in some crash.

③. Juan accident also made her tell the people to put Clean All oceans in the Scholastic magazine so all the oceans will be clean

Juan decided to clean up the ocean. This is good because less people and animals will get hurt. Juan started scuba lessons. This is good because he can clean up the ocean. Juan got to talk to Junior Scholastic magazine. This is good because Juan could tell lots of people not to litter.

23.

3

1. That he wanted to clean up the ocean because someone else or something else could get hurt.

2. He save a giant fish from a backpack and it could of died by eating it.

3. When he saved a pelican by cleaning the beach it was caught by a net. It was scared of him so when he came back it wasn't scared of him. He brought his knife with him to save the bird.

23.

3

The first thing that Juan did good was he cleaned up the ocean. Second thing is he freed animals. Third is he wants to become a lawyer. The first is good because it's cleaning the earth. Second is good because he helped some animals. Third is good because it will put litterers on a fine or in jail.

23.

He cleaned up the ocean a little² bit. That is good because now less animals will get stuck in the garbage or eat it. He also saved a pelican. And he saved a large fish. These are good because he helped animals.

23.

He helped clean up the Ocean² with a bunch of other people. He saved fish from drowning. He saved other people from getting hurt.

23.

He was recovering from
the accident.

He helped clean up the ocean
after he recovered.

And Took scuba diving lessons.

1

23.

One good thing i's
that a lot of people cleaned
up the beach.

1

I'M GOING TO BE FAMOUS

by Tom Birdseye

“I’ve made up my mind.”

—ARLO MOORE

1 The big pine tree in my backyard is easy to climb. From near the top I can see over the houses of Seagrove, Oregon, and down the hill to the Pacific Ocean. There’s a forked limb up in the tree that makes a perfect place to sit. From it I can throw pine cones at my pesty nine-year-old sister, Kerry. I can listen to the fog buoy at the end of the jetty, too, or watch for whale spouts, or just sit and think. That’s where I am now—up in the big pine, just sitting and thinking.

Today is the last Saturday before school starts in Seagrove. Monday is Labor Day. On Tuesday I begin the fifth grade at Lincoln Elementary School. Me, Arlo Moore, going back to school already. Summer will be over, and just because it’s the day after Labor Day. That’s a lot to think about.

But that’s later. Right now it’s still Saturday, and it’s still summer. The sun is shining, sister Kerry is nowhere to be seen, the ocean is calm and blue, *and* I’ve got my copy of the *Guinness Book of World Records* with me. That’s a lot to think about, too.

My favorite book of all time is the *Guinness Book of World Records*. There are people listed in it who have done all sorts of incredible things like sleeping on nails, walking three thousand miles on stilts, yodeling for over ten hours, or eating lots of bananas really fast.

I love to eat bananas—anytime, anywhere, any way I can. That’s why I’ve read about the world record for eating bananas so many times that I’ve got it memorized: a man named Dr. Ronald L. Alkana ate seventeen bananas in only two minutes. He did it at the University of California in Irvine on December 7, 1973. That was before I was born, and it’s *still* the world record. I think about that a lot, especially when I’m up in the big pine.

But yesterday I had a new thought. It was one of those thoughts that stuck its nose into my business just like my dog Porkchop does when he’s looking for a bone. “Arlo,” this thought said to me, “you could eat seventeen bananas in less than two minutes. You should be in the *Guinness Book of World Records* instead of Dr. Ronald L. Alkana.”

Well, at first that thought just sat in my brain like my dog Porkchop does on the back porch, not moving a muscle. But today I’ve

been giving that thought some serious consideration. I've turned it over in my mind a couple of times. I've looked at it very carefully. I've spent a lot of time thinking about it, and I've made a decision: I *could* break that record. I *could* be in the *Guinness Book of World Records* and it would be *wonderful*. I'd be on TV. They'd make a movie about my life. I'd be rich. I'd ride in a big fancy car. My fans would follow me everywhere.

"Hey, Arlo."

I can hear it now, fans calling my name.

"Arlo, it's me, Kerry."

Fame, riches, my name up in lights

... wow.

"Arlo, listen to me."

The world-famous banana-eater, that's me, Arlo Moore.

"Arlo Moore!"

"Huh? What?" I ask, looking down at one of the last people in the world I want to see.

"Come down out of that tree," sister Kerry orders. "Mom says it's your turn to mow the lawn. You've got to clean up your room, too."

Yep, I've made up my mind. The time has come for me to take action. My path in life is now set. Look out, here comes Arlo Moore, banana-eating champion of the world.

I'm going to be famous.

24. This chapter is written from the point of view of

- A. Dr. Ronald L. Alkana.
- B. Arlo's sister.
- C. Arlo's mother.
- D. Arlo.

MC#: 24

Key: D

Learning Results: B-10

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 10 apply effective strategies to the reading and interpretation of fiction (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) that are appropriately complex in terms of character, plot, theme, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.

25. Who are the main characters in this chapter?

- A. Arlo and Kerry
- B. Arlo and Porkchop
- C. Arlo and his mother
- D. Arlo and Tom Birdseye

MC#: 25

Key: A

Learning Results: B-5

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 5 identify important characters in quality works containing several characters.

26. What is the MAIN purpose of paragraph 1?

- A. to describe the setting
- B. to explain the main problem
- C. to explain what Arlo is thinking
- D. to describe Arlo's summer vacation

MC#: 26

Key: A

Learning Results: B-9

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 9 recognize basic elements of plot and recount events, ideas, and important details from material read, heard, or viewed.

27. What kind of book did this chapter most likely come from?

- A. mystery
- B. fable
- C. tall tale
- D. modern fiction

MC#: 27

Key: D

Learning Results: B-10

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 10 apply effective strategies to the reading and interpretation of fiction (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) that are appropriately complex in terms of character, plot, theme, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.

28. This chapter is about Arlo's
- A. love of bananas.
 - B. plan to become famous.
 - C. relationship with his sister.
 - D. last day of summer vacation.

MC#: 28

Key: B

Learning Results: B-10

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 10 apply effective strategies to the reading and interpretation of fiction (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) that are appropriately complex in terms of character, plot, theme, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.

29. The *Guinness Book of World Records* is Arlo's favorite book because it

- A. is about all the fastest banana-eaters in the world.
- B. is written by Dr. Ronald L. Alkana.
- C. describes people doing amazing things.
- D. tells stories about children like Arlo all over the world.

MC#: 29

Key: C

Learning Results: B-9

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 9 recognize basic elements of plot and recount events, ideas, and important details from material read, heard, or viewed.

30. Which word BEST describes Arlo?

- A. shy
- B. bossy
- C. dreamer
- D. daredevil

MC#: 30

Key: C

Learning Results: C-6

Language and Images

C Students will demonstrate an understanding of how words and images communicate. Students will be able to

6 make observations about specific uses and idioms of language.

31. What does Arlo MOST LIKELY think would happen if he broke the banana-eating record?

- A. His mother would be very proud of him.
- B. People would want to know all about him.
- C. He would not have to go back to school.
- D. Ronald Alkana would become his friend.

MC#: 31

Key: B

Learning Results: B-6

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 6 make and justify conclusions about the motives of characters and the consequences of their actions.

32. Why does Arlo not hear his sister Kerry talking to him?

SA#: 32

Learning Results: B-6

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 6 make and justify conclusions about the motives of characters and the consequences of their actions.

I'M GOING TO BE FAMOUS
SHORT-ANSWER SCORING GUIDE

Score	Description
2	Response correctly explains why Arlo does not hear his sister Kerry.
1	Response is not well explained or is only partially correct.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Training Notes for Short-Answer #32

Correct answers:

- He is dreaming.
- He does not want to pay attention to her.

32.

The reason Arlo does not hear his sister calling him is because he's dreaming about being famous. 2

32.

Because he is day dreaming about him becoming famous and when his sister calls him he thinks that that's the people calling him. 2

32.

he ignores her cause she is a pain. 1

32.

Because he was up in the tree. 1

**English Language Arts:
Reading/Writing Response Item 33
Item Information and Scoring Guide
Reference Sheet, Scoring Guides and
Training Notes, and Student Responses**

Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how the Maine Educational Assessment (MEA) reading/writing response item is scored for both reading and writing. These pages contain the following information. (Refer to page C-58 for the text for the item.)

Reading Comprehension Scoring Information

- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

Writing Scoring Information

- **Learning Results:** the content standards, followed by the performance indicators, that the item measured
- **Writing Scoring Guide:** the ten-point description used to determine the score, divided into two parts. Stylistic and Rhetorical Aspects of Writing (Topic Idea Development) are scored on a six-point scale, and Standard English Conventions are scored on a four-point scale.
- **Student Responses:**
 - one sample of student work scored for Topic Idea Development in order by each score point value (6, 5, 4, 3, 2, 1)
 - one sample of student work scored for Standard English Conventions in order by each score point value (4, 3, 2, 1)
 - one exemplar of student work that received the highest possible score points in both Topic Idea Development (6 points) and Standard English Conventions (4 points)

NOTE: The reading/writing response item is scored twice, once for reading comprehension and once for the quality of the student's writing.

Reading/Writing Response Item with Learning Results, Reading Scoring Guide, and Reading Training Notes

33. Explain the reasons why you would or would not like to have Arlo Moore as a friend. Use details from the chapter to support your answer.

CR#: 33

Learning Results: B-6

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 6 make and justify conclusions about the motives of characters and the consequences of their actions.

I'M GOING TO BE FAMOUS CONSTRUCTED-RESPONSE READING SCORING GUIDE

Score	Description
4	Response includes a thorough explanation of reasons why the student would or would not like to have Arlo Moore as a friend. Response uses relevant details from the chapter as support.
3	Response includes a general explanation of reasons why the student would or would not like to have Arlo Moore as a friend, but response lacks some supporting details.
2	Response includes a limited explanation of reasons why the student would or would not like to have Arlo Moore as a friend; text support is weak.
1	Response includes only a personal opinion or response is vague.
0	Response is totally incorrect or irrelevant.
Blank	No response.

Note: Constructed-response question 33 was scored for effectiveness of writing and reading comprehension.

Reading Training Notes for Constructed-Response #33

Some reasons for wanting to have Arlo as a friend/not wanting to have Arlo as a friend:

- Arlo is imaginative; spacey
- Arlo likes to think; won't listen
- Arlo has big ideas; is cocky
- Arlo likes to eat bananas
- Arlo likes world records or setting records; is too competitive
- Arlo would be fun to talk with; spends too little time doing anything
- Arlo has a dog
- Arlo is ambitious; crazy
- Arlo argues with his sister

33.

4

I would like to have Arlo Moore as a friend because he sounds like a interesting person. I would also like Arlo Moore to be my friend because I like to climb pine trees and read the Guinness Book of World Records too. I also sometimes like to play tricks on my little brother Bobby like Arlo likes too with Kerry. I would love to see Seagrove, Oregon, and down the hill to the Pacific ocean on the pine tree. That is my answer to why I would like to be friends with Arlo Moore.

I would like to have Arlo
More as a freind because
he likes banangs and I do
too. I like to clime trees and
Arlo dose too, he wents to
be famous and I do too.
Arlo sounds nice, Arlo likes
the book Guinness book of world
Records and so dont I, Arlo
likes to dream and I do too.
Arlo likes to watch whales
Spouts and I do too. Arlo
wonts to be in th book
Guinness book of world Records
and I do too. Arlo likes
to think about stuf and so
dont I. Arlo likes to listen to fog buoy.

33.

3

I wouldn't want Arlo for a friend because he's such a dreamer and if he's a dreamer he might think of wacky things to do. Or when he's dreaming I might be talking and he won't listen. I also wouldn't want to be Arlo's friend because it seems to me he likes to climb trees. I don't like climbing trees.

I would like having Arlo Moore as a friend. I think I would because he's so imaginative and nice. I would like climbing the pine tree with Arlo and we could share our ideas and thoughts. I would also like throwing pine cones with Arlo at his sister Kerry. That's why I would like to be Arlo Moore's friend.

33.

2

I would like to have Arlo Moore as a friend because he likes to read the Guinness World book of records and likes to eat bananas like me and he seems like a nice kid.

33.

2

I would like Arlo Moore as a friend because he bases his sister around just like me. and because he likes to Dream Just like me.

33.

Yes because he sounds really nice.

1

33.

I think if Arlo and me
were friends we would be
up in the big pine at
Arlo's house.

1

I think if Arlo and me
wert friends we would be
in a diffrent house.

Reading/Writing Response Item with Learning Results and Writing Scoring Guide

33. Explain the reasons why you would or would not like to have Arlo Moore as a friend. Use details from the chapter to support your answer.

Reading/Writing Response Item

Learning Results: F-1, G-2, G-3

Standard English Conventions

- F Students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to
- 1 edit written work for Standard English spelling and usage, evidenced by pieces that show and contain
 - few significant errors in the use of pronouns and adjectives.
 - attention to the proper use of adverbial forms and conjunctions.
 - few significant errors in the spelling of frequently used words.
 - no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns and titles.
 - no significant errors in the use of ending punctuation marks and an understanding of how to use commas.

Stylistic and Rhetorical Aspects of Writing and Speaking

- G Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to
- 2 write stories (or other pieces) that show a definite beginning (introduction), middle (body), and ending (conclusion).
- G Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to
- 3 write essays and make remarks that clearly state or suggest a central idea and provide supporting detail.

Stylistic & Rhetorical Aspects of Writing
Topic Idea Development

1	2	3	4	5	6
<ul style="list-style-type: none">• Little topic development and/or organization, few details• Possible evidence of voice• Simplistic language (wording and sentence structure)	<ul style="list-style-type: none">• Limited topic development, focus, and/or details• Evidence of voice• Limited variety in language used (wording and sentence structure)	<ul style="list-style-type: none">• Moderate topic development, focus, and details• Some voice• Some variety in language used (wording and sentence structure)	<ul style="list-style-type: none">• Well developed with control and relevant details• Consistent voice• Variety in language used (wording and sentence structure)	<ul style="list-style-type: none">• Fully developed with strong details• Sustained voice and/or tone with emerging style• Effective use of language	<ul style="list-style-type: none">• Topic and details richly developed• Distinctive voice, tone, and style• Rich use of language
Topic Development		Organization	Details		Language/Style
The overall effect of the composition		The degree to which the response is <ul style="list-style-type: none">• Focused• Clearly and logically ordered• Clarified by paragraphs	The degree to which the response includes examples that develop the main points		The degree to which manipulation of language, including vocabulary, word choice, word combination, and sentence variety, is effective
Standard English Conventions					
1	2	3	4		
<ul style="list-style-type: none">• Errors seriously interfere with communication and/or• Little control of sentence structure, grammar and usage, and mechanics in first-draft writing	<ul style="list-style-type: none">• Errors interfere somewhat with communication and/or• Few or no errors in simplistic or limited text in first-draft writing	<ul style="list-style-type: none">• Errors do not interfere with communication and/or• Few errors relative to length of composition or complexity of sentence structure, grammar and usage, and mechanics in first-draft writing	<ul style="list-style-type: none">• Control of a variety of sentence structures, grammar and usage, and mechanics• Length and complexity of composition provide opportunity for student to show control of Standard English conventions in first-draft writing		
Sentences		Grammar and Usage		Mechanics	
The degree to which the response includes sentences that are correct in structure		The degree to which the response demonstrates correct <ul style="list-style-type: none">• Use of standard grammatical rules of English• Word usage and vocabulary		The degree to which the response demonstrates correct <ul style="list-style-type: none">• Punctuation• Capitalization• Spelling	

33. I would probably not want to be Arlo Moore's friend. He might become famous, as he says and not have time for fun. He also daydreams a lot and I wouldn't like a friend who ignored me just because he or she was daydreaming! He seemed like the kind of person who'd jump out of a airborne plane without a parachute if he thought it would make him famous. Also, his little sister seemed annoying. I wouldn't want her around, tagging along wherever we went. I wouldn't put it past her. Plus, it would take over three hours to get to Oregon from Maine. However, he did seem determined, and that is a good quality for a friend to have. With all of his daydreaming,

6

he could come up with plans to annoy my brother without getting punched, and getting extra deserts at Christmas dinner. We could go on adventures that he would cleverly think up, we would scamper away from Kerry, with her screaming behind us. We could climb up his trees, and read every edition of the Guinness Book of World Records, trying to figure out a new scheme to get in it. Seeing how much of the page I just filled up with good things, I guess a would want Arlo as a friend.

I wouldn't want to have Alro as a friend because he likes to throw pine cones at his little sister Kerry from the big pine tree. I think that's mean because you shouldn't throw things at people also when I read that paragraph I made a self-connection from when my 14 year old brother was throwing rocks at me. I also wouldn't want to have Alro as a friend because he likes to brag about things. Like he bragged about how his name should be in the Guinness Book of World Records for eating 17 banana's in 2 minutes. He thought his name should be in place of Dr. Ronald L. Alkana. I like to have friends that don't throw things at people even if it's there brother or sister. Also I like to have friends that don't brag I like friends that are just there self.

I would like Arlo Moore as a friend. I would like Arlo to be my friend because he daydreams, and so do I, so we'd have one thing in common. He also believes in his dreams, which means he depends on what he believes.

I also love to climb trees, Arlo sounds like he loves to climb trees too! So sometime we could go to his house and we could climb his tree, and look at the ocean.

We also both love *THE GUINNESS BOOK OF WORLD RECORDS*, because I love to read about amazing things that people can do, and so does Arlo!

Another thing, I've never had a best friend that was a boy. So this would be a first experience for me. Probably Arlo too. So that I'd have something to look forward to.

I wouldn't like to be Arlo's friend because if he ~~did~~ break the record he would probably brag. If we got into a fight he would probably climb up the tree and start throwing pine cones at me and Kerry. I would get mad at him if he was really famous because he wouldn't pay attention to me. He would probably talk about eating bananas all the time. I think I would get bored listening about his stories.

Arlo Moore is nice and everything but I wouldn't really like to be his friend because he likes bananas and I would feel like I would have to eat bananas for a snack. I don't really feel he's a nice boy he doesn't listen well and he doesn't feel very friendly to people.

Because he would never
talk to you.

He would just keep
dreaming about being
famous.

He brags about
being rich.

I would like
his dog Porchcops.

He would just
sit up in that tree.

He would think about
being famous and rich.

33.

4

I would like to have Arlo Moore as a friend because he would show me his tree and the great view. We could ignore his sister and look at the world record book. We could pick a record and try to beat the record we picked. I would like him for a friend because he's just like me. We would both be famous for beating the world record and ride in a fancy car and all our fans would be chasing us down the street after the car. We'd go to each others shows and get front row tickets. We would be nice to each other and we would sit in his tree and read the book and dream

of being famous and we'd tell his mom that it was Kerry's turn to do the chores. We'd be best buds and play games, be mean to his little sister, when we grow up we both want to write world record books and for every record, our names would be under every one! I would like him for a friend because we both have the same dream, to be famous!

I would like Arlo Moore as a friend because I like bananas and climbing trees. I also like the Guinness Book of World Records and the tv show.

Arlo is like me because I have to pickup my room and mow my lawn. He seems to like looking at the ocean like me. I like to see the waves crash and see boats go across the blue water like him. He also might like just siting and eating a banana with a friend up in the pine tree and look at the ocean.

I wouldn't want to have Arlo as a friend because he's too much of a dreamer, he thinks he's better than Dr. Ronald L. Alanka, he wants all kinds of fans, he wants to be rich and be the center of attention. He wants everybody to care and know more about him. He thinks so hard he can't hear people, he throws pine cones at people (mostly his sister), and because he's trying to be perfect and get in the Guinness Book Of World Records.

33.

1

I would not want to be arlo moore as a friend because he is kind of a bossy cid. Another resin I would not like arlo as a friend because he annoys you. Another resin I would not have him as a friend because he is always in a tree and he never plays.

33.

I would not like to be Arlo's friend because all he does is think about being rich and famous. Wake up Arlo - you can't do it if you sit on your butt all day! I'd be his friend if he didn't think about himself so much. Schools in session and you need friend support and brain power, not celebrity power and a small brain. I'd not want to have you for a friend. Forget being famous and think about friends. Real friends, not celebrity friends. Get some friends to root for you the whole way, not half way like celebrities. If you become famous don't forget your real friends. If a popular kid from your school, stay away. When someone breaks your

6 4

record, your "cool" friends will leave you, and your true friends will not like you. You're in a tight spot aren't you. Don't forget what's important Arlo. Friends, family, life, and love are important. Forget setting records and being popular with money, fame, fortune, and a nice car. What's important? Tell me Arlo, I hope you learn your lesson after this because I'm not going to teach it again. I'd go through life not noticed instead of with a big screw-up. Now move the grass and think about popularity later Arlo.

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“Drinking Milk is Good for Birds” (pp. C-6–C-7) by Judith Gerstenblatt, Dover, New Hampshire. Copyright © 2001 by Measured Progress.

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Excerpt from *I’m Going to be Famous* (pp. C-58–C-59) by Tom Birdseye, copyright © 1986 by Tom Birdseye. Published by Holiday House.

Sources of the exercises selected for this test include: Maine State Advisory Committees, Measured Progress, and previous Maine state testing programs.

FILE D

**Health Education:
Item Information and
Scoring Guide Reference Sheet D-2**

Item Information and Scoring Guide
Reference Sheet D-3

**Items with Learning Results, Scoring Guides,
Training Notes, and Student Responses D-4**

**Health Education:
Item Information and
Scoring Guide Reference Sheet**

Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) health education items are scored. These pages contain the text for each item, accompanied by the following information.

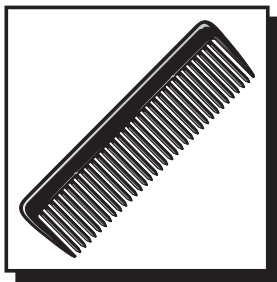
- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

**Items with Learning Results,
Scoring Guides, Training Notes,
and Student Responses**

1. Look at the pictures below.



pencil



comb



toothbrush

Is it a good idea to share each of these items: pencil, comb, toothbrush? Explain your answer.

CR#: 1

Learning Results: A-7

Health Concepts

- A Students will understand health promotion and disease prevention concepts. Students will be able to
- 7 demonstrate essential understanding of basic health concepts.

CONSTRUCTED-RESPONSE #1 SCORING GUIDE

Score	Description
4	Student explains whether it would be a good idea to share each item and explains why or why not. Response is well developed and contains no errors.
3	Student explains why it is or is not a good idea to share each item. There is less development of details. Response may contain errors.
2	Student explains with some detail why it is or is not a good idea to share each of the three items. OR Student provides two correct items with limited details. OR Student provides three correct items with minimal information.
1	Student explains with one correct answer whether it is a good idea to share each item and tells why or why not. Response is minimal and contains errors.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #1

Possible answers:

Pencil: Okay to share. Hands should be washed to prevent spread of germs. All people should have their own pencils. Do not chew and share.

Comb: Not okay to share. Combs can spread head lice. Lice don't fly or hop and need to be placed in the hair or climb onto the hair to spread.

Toothbrush: Not okay to share. Mouth germs and bleeding gums can cause disease. All people should have their own toothbrush.

Student Responses for Constructed-Response #1 for Score Points 4, 3, 2, and 1

1. 4
- Pencil: I suppose you could share a pencil, but the hands + finger nails are a very germmy place.
- Comb: You should not share this / take the offer of using someone elses. The reason why is because you or they might have "lice" ~~which~~ is a bug that gets in your hair and itches.
- Toothbrush: You definetly should not share this because you or they might have a gum disease or some bactieria, that is harmful

If you should not let anybody use your pencil because they would get your germs and it would be worst if they chew on pencils. If you should not let anybody use your comb because you could have lice. Or they even could have lice that would probably give lice to you. You should not let anybody use your tooth brush because you spread germs and your gums or they gums could bleed and get all over your toothbrush.

1. It is not good to chew a pencil 3
because you might chew on it
and someone could to.
It is not good to chew a comb
because you can get lice.
Never ever use the same
tooth brush because you are
sharing germs and you can
get very sick.

1.

3

It is ok to share a pencil because you wash your hands with soap. It is not ok to share a comb because you could have lice and the other person could get your lice. It is not ok to share a toothbrush because you might be spreading decises if you have decises.

1. Its not a good idea to share your comb or toothbrush cause it has your germs. It is ok to share your pencil cause a friend might need it, 2

1. No becaus the pencil has germs on it. The comb could have lice on it, and the toothbrush has lots of germs on it. 2

1. It is not a good idea to share them because you could get germs. 1

1. it is good to share the pencil but you should not share the comb and the toothbrush. 1

2. a. Write THREE fire safety rules people should know in case they have a fire in their home.
- b. Explain why each rule is important.

CR#: 2

Learning Results: C-7

Health Promotion and Risk Reduction

- C Students will understand how to reduce their health risks through the practice of healthy behaviors. Students will be able to
- 7 develop injury prevention and safety strategies for personal health.

CONSTRUCTED-RESPONSE #2 SCORING GUIDE

Score	Description
4	Response demonstrates comprehensive understanding of fire safety. Response includes three fire safety rules and clear, thorough explanations of why each is important.
3	Response demonstrates general understanding of fire safety. Response includes three fire safety rules and clear explanations of why each is important. Response may contain minor errors.
2	Response demonstrates partial understanding of fire safety. Response includes two fire safety rules with explanations or three rules without explanations.
1	Response demonstrates minimal understanding of fire safety. Response includes at least one fire safety rule.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #2

Score point 2: Two rules with explanations **or** three rules with explanation for only two **or** three rules without explanation

Score point 1: One rule with or without explanation **or** two rules without explanation

Preventive rules (e.g., don't play with matches) are not acceptable.

"Stop, drop, and roll" with specific explanations of each factor may be scored as a 2.

Sample Answers

- If clothes are on fire, stop, drop, and roll; this will put out the fire (running will cause it to burn faster).
- Stay low (crawl); there is less smoke near the ground.
- Get out quickly (do not call from house); fire spreads quickly.
- Feel closed doors before opening; if doors are hot, fire may be raging on the other side. If you open the door, you may be overwhelmed by fire.
- Cover mouth and nose with damp cloth; this will minimize damage to lungs caused by breathing smoke.
- Go to a meeting place.

Student Responses for Constructed-Response #2 for Score Points 4, 3, 2, and 1

2a.

①. You should allway feel your door if its hot, stay and go out another way. ②. If you see smoke, stop go down and crawl. ③. Never take anything with you, just get out fast!

4

2b.

①. You should always feel your door because there might be fire right next to your door, or near by. ②. If you see smoke, stop, and go down and crawl because if you stand you will breathe in smoke and you could die! ③. Never take anything with you because you might not be able to find it and it will/might take a long time and you need to get out soon as possible.

2a.

4

The three fire safety rules
are stop, drop, and roll.
Never go back for anything.
Go to your meeting spot,

2b.

Is why it is important to
stop drop and roll is because if
you mite catch on fire it will
put it out.

Is why it is important not
good to go back is so you don't
get a severe burn and die'

Is why it is important to
have a meeting spot is so
no one goes back in to find
you'

2a.

3

fell the door, stuff a
blank under the door,
put a shirt over your
mouth and nose

2b.

So you dont walks into
fire, So no Smoke
comes thru, So you dont
breath in smoke.

2a.

3

Three fire rules people should know is one stay close to the ground, Two is if you are on fire stop drop and roll. Three is have an escape route out of your house and to a meeting spot.

2b.

I think these three safety rules are important because one stay close to the ground because the smoke won't get in your eyes. Two if you are on fire stop drop and roll because so you can put the fire out. Three have an escape route because so you can meet with your parents.

2a.

2

Don't take your time get right out of the house. To get all out of the house and meet somewhere. Call the fire station as soon as you get to a phone.

2b.

The first rule is important because you do not want to get stuck. Meet somewhere because so you now who is out of the house. Call the station so the firefighters can put the fire out.

2a.

2

The people should have an exit plan. They should also have an fire alarm. They also could use a meeting spot.

2b.

The people would have a fire alarm incase there was a fire and a fire exit incase they had to get out fast. The meeting spot would be if they had to meet outside to know if evrey one is there.

2a.

1

1. Have a working fire detector.
2. Have a working fire extinguisher.
3. Have a meeting place for everyone to go to.

2b.

1. so everyone in the house knows this is a fire.

2. in case of a small fire to put it out so the fire does not get larger.

3. to make sure everyone got out safely.

2a.

1

Smoke detector, Meeting place, and a Fire extinguisher.

2b.

A smoke detector beeps when there's a fire. A meeting place to know if every body is there. A fire extinguisher to put out a fire.

3. Suppose you go to a friend's house after school. There are cigarettes on the kitchen counter. Your friend dares you to try one. Use communication skills and your knowledge of the effects of tobacco in your answer.
 - a. Describe TWO reasons you should choose not to use tobacco.
 - b. Describe HOW you should communicate this to your friend.

CR#: 3

Learning Results: E-1, E-4

Communication Skills

- E Students will understand that skillful communication can contribute to better health for themselves, their families, and the community. Students will be able to
- 1 use appropriate communication and listening skills to enhance health.
- E Students will understand that skillful communication can contribute to better health for themselves, their families, and the community. Students will be able to
- 4 express opinions and give accurate information about health issues.

CONSTRUCTED-RESPONSE #3 SCORING GUIDE

Score	Description
4	Student response describes two reasons for not using tobacco and a way to communicate this clearly to a friend. Response is well developed and contains no errors.
3	Student response describes two reasons for not using tobacco and a way to communicate this to a friend. Response contains minor errors (one piece vague or not well developed).
2	Student response describes one reason for not using tobacco and a way to communicate this to a friend. Response lacks detail. OR Student response describes two reasons for not using tobacco. OR Student response describes a way to communicate this to a friend.
1	Student response is minimal and describes either one reason for not using tobacco or a way to communicate this to a friend. Response contains errors.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #3

Possible answers:

Harmful effects of tobacco

- lung cancer
- other lung disease
- heart effects
- addiction
- cosmetic effects

How to communicate

- refusal skills
- assertive communication
- use of "I" statements
- repeated message
- firm voice

Student Responses for Constructed-Response #3 for Score Points 4, 3, 2, and 1

3a.

2. Two reasons I would not use tobacco are -
1. For fear I would die or live painfully. 2. For fear
my children might see me and smoke too.

4

3b.

b. I would explain to my friend that tobacco
can cause heart and lung problems and that
if I started smoking I might get in to the habit
and never stop again. I would maybe draw a
picture of how your lungs get a black tar in them
making it hard to breathe. I would tell my
friend that I would never smoke, and
they shouldn't smoke either.

3a.

1.) You should not use ~~tobacco~~ because for 4
 one reason as you inhale ~~it~~, it goes into
 the lungs and can ~~for~~ them and make you
 constantly cough, and ~~ruin~~^{RUIN} the lungs.

3b.

#2] Smoking can make your clothes, hair,
 breath, and other things smell and if you
 smell like that people might not want
 to be around you, ~~and smoking~~ is
Not Cool!

I would say, "No, I will definitely
~~NOT~~ try one that is very stupid
 and if you want me to do that and
 harm myself that much then
 you aren't my friend at all!" "If
 you were you would say, 'don't try
 those they are bad for you!'" plus,
 I'm not old enough even if I wanted
 to try it, so good by!

3a.

You shouldn't use tobacco because 3
it is a drug and a drug is any substance
other than a food that controls the
your mind and your body works so
it could give you cancer because
tobacco comes from a poisonous
plant and can kill you.

3b.

You should tell her that I
can't do it because it's bad for
me and that it is wrong!
I am sorry but I can't do it.
Even if your friend you should
still say No!

3a.

3

Two reasons you should not is because #1 It is hard to stop. #2 It is bad for your lungs and 1 more is you might get cancer and die.

3b.

Just say to your friend "NO, I won't it is a very stupid idea to smoke if you do I will not want to be around you anymore!!" Then say "If you do it will ruin your life."/

3a.

① You should not use tobacco because it is additive and it is very unhealthy for your lung.

2

3b.

② I would communicate this to my friend by telling him "Say no to drugs." I would talk to him.

3a.

You should not use tobacco because it can hurt your heart and lungs bad.

2

3b.

You should say I do not want to use tobacco,

3a. a. Tabacco can give you lung cancer and make you sick.

1

3b. b. you should Tell her/him it can give you lung cancer.

3a. To throw away your life
problem if you stop every one will
too make them die

1

3b. Say like there name and
talk to them